

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: April 27, 2007

Time: As Shown

Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the March 29, 2007, Meeting of the Board

Resolutions/Recognitions

- Recognition of the 2007 Distinguished Title I School Divisions:
 - Halifax County Public Schools
 - Highland County Public Schools
 - Nottoway County Public Schools
 - Roanoke County Public Schools
 - Scott County Public Schools
 - Lynchburg City Public Schools
 - Poquoson City Public Schools
 - West Point Public Schools

Public Comment

Consent Agenda

- A. Final Review of Financial Report on Literary Fund
- B. Final Review of Recommendations Concerning Applications for Literary Fund Loans
- C. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Action/Discussion on Board of Education Regulations

- D. First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the *Regulations Governing Literary Loan Applications in Virginia* (8 VAC 20-100-10 et seq.)
- E. First Review of the Notice of Intended Regulatory Action (NOIRA) to Revise the *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs* (8 VAC 20-280-10 et seq.)

Action/Discussion Items

- F. Final Review of the Proposed Board of Education's *Spirit of the Commonwealth Award*
- G. Report from the Board of Education's 2006-2007 Student Advisory Committee
- H. First Review of a Resolution Delegating the Approval of Other States' Comprehensive Subject Area Assessments as Substitute Tests, Pursuant to the Board of Education's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*
- I. First Review of a Request for Increased Graduation Requirements from Waynesboro City Public Schools
- J. First Review of a Request for Increased Graduation Requirements from Botetourt County Public Schools
- K. First Review of a Request for Approval of an Alternative Accreditation Plan from the Richmond City Public Schools for Richmond Alternative School
- L. First Review of Approval of Local School Division Remedial Plans
- M. First Review of Proposed Additions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*
- N. First Review of the Revised Application for a Literary Fund Loan and Delegation of Duties to the Superintendent of Public Instruction Related to the Form of the Application

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

IMMEDIATELY FOLLOWING ADJOURNMENT OF BUSINESS SESSION:

- O. Public Hearing on the Proposed Standards of Learning for a New, Optional High School Mathematics Course

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Thursday, April 26, 2007. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: _____ A. _____

Date: _____ April 27, 2007 _____

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 E-Mail Address: Kent.Dickey@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action
 date _____
 action _____

Background Information:

In accordance with the provisions of the *Code of Virginia*, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short-/long-term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of December 31, 2006. The information presented in this report reflects the commitments against the Literary Fund as of December 31, 2006.

Attachment B reflects the currently active projects funded through the Literary Fund as of December 31, 2006.

Attachment C represents the projects that have closed and for which full payment from the Literary Fund has been made since the last Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of December 31, 2006.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with cash reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of December 31, 2006)

Line Reference		<u>December 31, 2006</u>	<u>November 30, 2006</u>	<u>Increase/(Decrease)</u>
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	170,121,143	159,701,902	10,419,241
2.	Loans received from local school boards (secured by promissory notes)	0	0	0
3.	Cash and investments in custody of Virginia Public School Authority (VPSA)	0	0	0
4.	Long-term loans in custody of Virginia Public School Authority (VPSA)	328,247,102	331,156,397	(2,909,295)
5.	Total Principal of Literary Fund	498,368,245	490,858,299	7,509,946
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
6.	Balance due on active projects (Attachment B)	33,919,800	33,919,800	0
7.	Debt service on VPSA equipment notes ¹	62,614,094	62,614,094	0
8.	Interest rate subsidy ²	0	0	0
9.	Trigon Reserve	5,657,429	5,657,429	0
10.	Transfer for Teacher Retirement ³	115,854,700	115,854,700	0
11.	Other Encumbrances held by Treasurer of Virginia	10,234	10,234	0
12.	Required Carry Forward Balance	83,073,136	83,073,136	0
13.	Total of Literary Fund Commitments	301,129,394	301,129,394	0
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
14.	Cash and investments maintained by State Treasurer (Line 1)	170,121,143	159,701,902	10,419,241
15.	Less commitments against Literary Fund Revenues (Line 13)	(301,129,394)	(301,129,394)	0
16.	Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)	(131,008,251)	(141,427,491)	10,419,241

NOTES:

¹ Chapter 847 requires \$62,614,094.44 to be set aside for debt service on VPSA equipment notes.

² Chapter 847 requires \$15,000,000 to be set aside for an interest rate subsidy program. (Subsidy sale completed for \$14,524,145.15 and is reflected in line 6)

³ Chapter 847 requires \$115,854,700 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2007.

ACTIVE LITERARY FUND PROJECTS AS OF DECEMBER 31, 2006

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
11155	Newport News City	General Stanford Elementary	January, 2007	7,500,000	-	7,500,000	0.00%
11152	Sussex County	Sussex Central Middle	January, 2007	7,500,000	-	7,500,000	0.00%
11192	Greene County	William Monroe High	January, 2007	4,000,000	-	4,000,000	0.00%
11191	Greene County	William Monroe Middle	January, 2007	5,000,000	-	5,000,000	0.00%
				\$ 24,000,000	\$ -	\$ 24,000,000	
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11102	Washington County	Rhea Valley Elem	2001 Subsidy	168,673	(165,235)	3,438	97.96%
11111	Patrick County	Woolwine Elementary	2002 Subsidy	50,763	(44,263)	6,500	87.20%
11131	Stafford County	Stafford Elementary	2003 Subsidy	659,305	(659,178)	127	99.98%
11096	Washington County	Abingdon High	2003 Subsidy	34,943	-	34,943	0.00%
11098	Washington County	Holston High	2003 Subsidy	20,949	-	20,949	0.00%
11097	Washington County	John S. Battle High	2003 Subsidy	30,210	-	30,210	0.00%
11099	Washington County	Patrick Henry High	2003 Subsidy	30,181	-	30,181	0.00%
11100	Washington County	Valley Institute	2003 Subsidy	5,861	-	5,861	0.00%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11188	Roanoke City	Fallon Park Elementary	2005 Subsidy	113,701	(641)	113,060	0.56%
11190	Hanover County	Hanover Elementary	2005 Subsidy	152,269	-	152,269	0.00%
11208	Henry County	Mt. Olivet Elementary	2005 Subsidy	535,747	-	535,747	0.00%
11143	Franklin County	Windy Gap Elementary	2006 Subsidy	745,557	-	745,557	0.00%
11144	Mecklenburg County	South Hill Elementary	2006 Subsidy	745,557	(739,057)	6,500	99.13%
11195	Page County	Page County High	2006 Subsidy	1,331,227	-	1,331,227	0.00%
11196	Page County	Luray High	2006 Subsidy	1,324,727	-	1,324,727	0.00%
11187	Roanoke City	Patrick Henry High	2006 Subsidy	745,557	-	745,557	0.00%
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227	-	1,331,227	0.00%
11186	Brunswick County	Brunswick High	2006 Subsidy	1,331,227	(1,324,727)	6,500	99.51%
11205	Wythe County	Max Meadows Elem	2006 Subsidy	410,529	(404,029)	6,500	98.42%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(6,500)	1,324,727	0.49%
11121	Henry County	G. W. Carver Elementary	2006 Subsidy	624,720	-	624,720	0.00%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	-	641,739	0.00%
11222	Henry County	Campbell Court Elementary	2006 Subsidy	706,533	-	706,533	0.00%
				\$ 13,543,276	\$ (3,623,476)	\$ 9,919,800	

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED AS OF **DECEMBER 31, 2006**

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
10999	Franklin City	Franklin High School	1999 Subsidy	263,300	(263,300)	\$ -	\$ -	100.00%
11179	Accomack County	Nandua Middle	2005 Subsidy	793,856	(793,856)	\$ -	\$ -	100.00%
11176	Alleghany County	Falling Springs Elementary	2006 Subsidy	359,779	(359,779)	\$ -	\$ -	100.00%
11175	Alleghany County	Callaghan Elementary	2006 Subsidy	176,652	(176,652)	\$ -	\$ -	100.00%
11177	Alleghany County	Sharon Elementary	2006 Subsidy	176,652	(176,652)	\$ -	\$ -	100.00%
11200	Russell County	Lebanon Primary	2006 Subsidy	713,033	(713,033)	\$ -	\$ -	100.00%
11218	Rockingham County	Hillyard Middle	2006 Subsidy	745,557	(745,557)	\$ -	\$ -	100.00%
11219	Rockingham County	Wilbur S. Pence Middle	2006 Subsidy	739,057	(739,057)	\$ -	\$ -	100.00%
11185	New Kent County	G. W. Watkins Elementary	2006 Subsidy	159,887	(159,887)	\$ -	\$ -	100.00%
11145	Galax City ¹	Galax Elementary	January, 2007	2,000,000	-	2,000,000	\$ -	100.00%
11162	Stafford County ²	New Elementary 2004	January, 2007	7,500,000	-	7,500,000	\$ -	100.00%
				\$ 13,627,772	(4,127,772)	\$ 9,500,000	\$ -	

¹Decision made by school division not to renovate; declined the Literary Loan approved in January 2007.

²Stafford County declined the Literary Fund loan approved in January 2007.

April, 2007

Board of Education Agenda Item

Item: _____ B . _____

Date: April 27, 2007

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Kent.Dickey@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action
_____ Previous review/action
 date _____
 action _____

Background Information:

The recommendation for approval of the Literary Fund projects on Attachment A is in accordance with the *Code of Virginia*, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the *Code of Virginia*, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements

Attachment A reflects five (5) applications that have been reviewed by the Department. These applications have met all of the Board's requirements necessary to be approved for a Literary Fund loan and have been forwarded to the Office of the Attorney General for review.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of five (5) applications totaling \$29,972,500 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia* (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds, construction begins on the approved project, and a request for reimbursement is submitted.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed, if found in proper order after review by the Department and the Office of the Attorney General.

BOARD OF EDUCATION
LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

Literary Fund #	School Division	School	Date Received	Amount	Comment
11259	Greenville County	E. W. Wyatt Middle School	January 25, 2007	7,500,000	Addition and Renovation (Plans Received)
11260	Powhatan County	New Elementary School	February 20, 2007	7,500,000	New Construction (Plans Not Received)
11261	Culpeper County	New Elementary School	February 21, 2007	7,500,000	New Construction (Plans Received)
11262	Wise County	Coeburn Middle School	March 6, 2007	3,457,500	Addition and Renovation (Plans Not Received)
11263	Wise County	Powell Valley Primary School	March 6, 2007	4,015,000	Addition and Renovation (Plans Not Received)
				Total: \$ 29,972,500	

April, 2007

Board of Education Agenda Item

Item: C.

Date: April 27, 2007

Topic: Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Kent.Dickey@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

Board of Education regulation

Other: _____

 X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

Previous review/action

date

action

Background Information:

The Literary Fund regulations of the Board establish two priorities for the Literary Fund Waiting Lists. These priorities are as follows:

Priority 1: Applications from localities having a composite index less than 0.6000 and indebtedness (including the application considered for release of funds) less than \$20 million to the Literary Fund (Attachment A).

Priority 2: Applications from localities having a composite index of 0.6000 or above or an indebtedness (including the application considered for release of funds) of \$20 million or greater to the Literary Fund (Attachment B).

Attachment C lists projects that have been removed from the First Priority Waiting List.

Attachment D identifies the Literary Fund application that is available for release contingent on approval of the application by the Office of the Attorney General and receipt of the required memorandum of lien by the Department of Education.

Attachment E is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list nor are they recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of three elements that require action by the Board of Education. These elements are:

1. Seven new projects, totaling \$52,500,000, listed on Attachment A are eligible for placement on the First Priority Waiting List, subject to the review and approval by the Office of the Attorney General pursuant to § 22.1-156, *Code of Virginia*.
2. When Washington County and Galax City received bids on projects, the bids were higher than the projected amounts. They have submitted revised applications for their projects as follows:

<u>Washington County</u>	<u>Original</u>	<u>Revised*</u>	<u>Difference</u>
Abingdon Elementary	\$ 1,211,924	\$ 1,845,218	\$ 633,294
High Point Elementary	\$ 986,356	\$ 1,465,253	\$ 478,897
Valley Institute Elementary	\$ 735,613	\$ 1,166,525	\$ 430,912
E. B. Stanley Middle	\$ 931,273	\$ 1,419,383	\$ 488,110
John Battle High School	\$ 241,680	\$ 489,126	\$ 247,446
Abingdon High School	\$ 241,680	\$ 489,126	\$ 247,446
Patrick Henry High School	\$ 543,780	\$ 1,177,236	\$ 633,456
Holston High School	\$ 382,660	\$ 602,186	\$ 219,526
Meadowview Elementary	\$ 975,380	\$ 1,491,288	\$ 515,908
Wallace Middle	\$ 739,540	\$ 1,165,073	\$ 425,533
Glade Spring Middle	\$ 1,019,084	\$ 1,596,000	\$ 576,916
 <u>Galax City</u>	 <u>Original</u>	 <u>Revised*</u>	 <u>Difference</u>
Galax High School	\$ 4,750,000	\$ 5,000,000	\$ 250,000

*The revised application amounts above are based on the actual bids submitted. None of the additional costs are based on a change in the scope of the approved project.

3. Three new projects, totaling \$14,972,500, listed on Attachment E have Literary Fund applications, which are approved as to form, but the plans have not yet been finalized. When the Department

receives the plans, these projects will be eligible for placement on a waiting list, subject to review and approval by the Office of the Attorney General pursuant to § 22.1-156, *Code of Virginia*. Until such time, these projects should remain on the Approved Application List. Washington County combined the two applications for Patrick Henry High School, which were already on the approved application list, into one.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that funding for the Campbell County project listed on Attachment D in the amount of \$7,500,000 be released contingent on approval of the application by the Office of the Attorney General and receipt of the required memorandum of lien by the Department of Education.

The Superintendent of Public Instruction further recommends that the Board of Education approve the actions described in the three elements listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on these actions as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	June, 2005	Staunton City	A. R. Ware Elem ¹	3%	7,500,000	7,500,000	Funding Deferred
2	June, 2005	Staunton City	T. C. McSwain Elem ¹	3%	7,500,000	15,000,000	Funding Deferred
3	June, 2005	Warren County	West Warren High ¹	3%	7,500,000	22,500,000	Funding Deferred
4	June, 2005	Warren County	East Warren High ¹	3%	7,500,000	30,000,000	Funding Deferred
5	March, 2006	Martinsville City	Patrick Henry Elementary ¹	2%	2,500,000	32,500,000	Funding Deferred
6	March, 2006	Waynesboro City	Kate Collins Middle	3%	7,500,000	40,000,000	Funding Deferred
7	March, 2006	Culpeper County	Culpeper County High ¹	3%	7,500,000	47,500,000	Funding Deferred
8	March, 2006	Augusta County	Stuarts Draft High School	3%	7,500,000	55,000,000	Funding Deferred
9	March, 2006	Augusta County	Wilson Memorial High School	3%	7,500,000	62,500,000	Funding Deferred
10	June, 2006	Dinwiddie County	New High School ¹	2%	7,500,000	70,000,000	Funding Deferred
11	June, 2006	Dinwiddie County	New Elementary School ¹	2%	7,500,000	77,500,000	Funding Deferred
12	June, 2006	Nottoway County	Nottoway Intermediate and Middle School ¹	2%	3,000,000	80,500,000	Funding Deferred
13	June, 2006	King George County	New High School ¹	3%	7,500,000	88,000,000	Funding Deferred
14	September, 2006	Caroline County	Ladysmith Elementary ¹	3%	7,500,000	95,500,000	Funding Deferred
15	September, 2006	Hanover County	Hanover Elementary ¹	4%	7,500,000	103,000,000	Funding Deferred
16	<i>January, 2007</i>	<i>Washington County</i>	<i>Abingdon Elementary ^{1,2}</i>	3%	<i>1,845,218</i>	<i>104,845,218</i>	Funding Deferred
17	<i>January, 2007</i>	<i>Washington County</i>	<i>High Point Elem ^{1,2}</i>	3%	<i>1,465,253</i>	<i>106,310,471</i>	Funding Deferred
18	<i>January, 2007</i>	<i>Washington County</i>	<i>Valley Institute Elementary ^{1,2}</i>	3%	<i>1,166,525</i>	<i>107,476,996</i>	Funding Deferred
19	<i>January, 2007</i>	<i>Washington County</i>	<i>E. B. Stanley Middle ^{1,2}</i>	3%	<i>1,419,383</i>	<i>108,896,379</i>	Funding Deferred
20	January, 2007	Essex County	Essex Intermediate School ¹	4%	7,500,000	116,396,379	Funding Deferred
21	January, 2007	Patrick County	Blue Ridge Elementary School ¹	2%	151,618	116,547,997	Funding Deferred
22	January, 2007	Patrick County	Hardin Reynolds Memorial School ¹	2%	105,406	116,653,403	Funding Deferred
23	January, 2007	Patrick County	Meadows of Dan Elementary ¹	2%	105,217	116,758,620	Funding Deferred
24	January, 2007	Patrick County	Patrick County High School ¹	2%	275,324	117,033,944	Funding Deferred

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
25	January, 2007	Patrick County	Patrick Springs Primary ¹	2%	195,976	117,229,920	Funding Deferred
26	January, 2007	Patrick County	Stuart Elementary School ¹	2%	304,878	117,534,798	Funding Deferred
27	January, 2007	Patrick County	Woolwine Elementary School ¹	2%	361,581	117,896,379	Funding Deferred
28	<i>January, 2007</i>	<i>Galax City</i>	<i>Galax High School ^{1,2}</i>	2%	<i>5,000,000</i>	<i>122,896,379</i>	Funding Deferred
29	January, 2007	Henry County	Drewry Mason Elementary ¹	2%	3,500,000	126,396,379	Funding Deferred

New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education

30	<i>April, 2007</i>	<i>Cumberland County</i>	<i>Cumberland Middle School ¹</i>	2%	<i>7,500,000</i>	133,896,379	<i>Add / Funding Deferred</i>
31	<i>April, 2007</i>	<i>Cumberland County</i>	<i>Cumberland High School ¹</i>	2%	<i>7,500,000</i>	141,396,379	<i>Add / Funding Deferred</i>
32	<i>April, 2007</i>	<i>New Kent County</i>	<i>New Kent High School ¹</i>	4%	<i>7,500,000</i>	148,896,379	<i>Add / Funding Deferred</i>
33	<i>April, 2007</i>	<i>Southampton County</i>	<i>Riverdale Elementary School ¹</i>	2%	<i>7,500,000</i>	156,396,379	<i>Add / Funding Deferred</i>
34	<i>April, 2007</i>	<i>Rockingham County</i>	<i>Montevideo Elementary School ¹</i>	3%	<i>7,500,000</i>	163,896,379	<i>Add / Funding Deferred</i>
35	<i>April, 2007</i>	<i>Greensville County</i>	<i>E. W. Wyatt Middle School ¹</i>	2%	<i>7,500,000</i>	171,396,379	<i>Add / Funding Deferred</i>
36	<i>April, 2007</i>	<i>Culpeper County</i>	<i>New Elementary School ¹</i>	4%	<i>7,500,000</i>	178,896,379	<i>Add / Funding Deferred</i>

¹ Pending approval by the Attorney General's Office

² Application amount increased

April, 2007

VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Date Placed on				Interest		Cumulative		
Priority	Waiting List	School Division	School	Rate	Amount	Total	Action/Status	Comments

NO PROJECTS

April, 2007

VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
--------------------------------	-----------------	--------	------------------	--------	---------------------	---------------

NO PROJECTS

April, 2007

VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

It is recommended that Literary Funds be released for the following projects on the first priority waiting list pending approval by the Attorney General's Office and pending the Department of Education's receipt of the Memorandum of Lien for each property:

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total
January, 2005	Campbell County	Yellow Branch Elementary ^{1,2}	2%	7,500,000	7,500,000

¹ Pending approval by the Attorney General's Office

² Pending Department of Education's receipt of Memorandum of Lien
April, 2007

LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST ²

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	March, 2006	Hanover County	Trades Based Center ¹	4%	7,500,000	7,500,000	Pending receipt of plans
2	March, 2006	Roanoke County	William Byrd High School ¹	3%	7,500,000	15,000,000	Pending receipt of plans
3	March, 2006	Roanoke County	Northside High School ¹	3%	7,500,000	22,500,000	Pending receipt of plans
4	January, 2007	Washington County	John Battle High School ^{1,3}	3%	489,126	22,989,126	Pending receipt of plans
5	January, 2007	Washington County	Abingdon High School ^{1,3}	3%	489,126	23,478,252	Pending receipt of plans
6	January, 2007	Washington County	Patrick Henry High School ^{1,3}	3%	1,177,236	24,655,488	Pending receipt of plans
7	January, 2007	Washington County	Holston High School ^{1,3}	3%	602,186	25,257,674	Pending receipt of plans
8	January, 2007	Washington County	Meadowview Elementary School ^{1,3}	3%	1,491,288	26,748,962	Pending receipt of plans
9	January, 2007	Washington County	Wallace Middle School ^{1,3}	3%	1,165,073	27,914,035	Pending receipt of plans
10	January, 2007	Washington County	Glade Spring Middle School ^{1,3}	3%	1,596,000	29,510,035	Pending receipt of plans
11	January, 2007	Roanoke City	William Fleming High School ¹	3%	7,500,000	37,010,035	Pending receipt of plans
12	January, 2007	Gloucester County	Abingdon Elementary School ¹	3%	7,500,000	44,510,035	Pending receipt of plans

New projects to be added to the approved application list.

13	April, 2007	Powhatan County	New Elementary School ¹	3%	7,500,000	52,010,035	Pending receipt of plans
14	April, 2007	Wise County	Coeburn Middle School ¹	2%	3,457,500	55,467,535	Pending receipt of plans
15	April, 2007	Wise County	Powell Valley Primary School ¹	2%	4,015,000	59,482,535	Pending receipt of plans

¹ Pending approval by the Attorney General's Office

² Reflects only those applications not on waiting lists

³ Application amount increased

Note: Per 8VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.

April, 2007

Board of Education Agenda Item

Item: _____ D. _____

Date: _____ April 27, 2007 _____

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the *Regulations Governing Literary Loan Applications in Virginia* (8VAC20-100-10 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 **E-Mail Address:** Anne.Wescott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action
_____ Previous review/action
 date _____
 action _____

Background Information:

Literary loans are used by local school divisions for the purpose of renovating existing schools or building new ones. *Virginia Code* §§ 22.1-142 through 22.1-161 and the *Regulations Governing Literary Loan Applications in Virginia* (8VAC20-100-10 et seq.) govern the literary loan process in Virginia. The regulations were last revised in 1995.

Changes were made to the *Code* sections governing literary loans by the 2007 General Assembly. HB 2350, patroned by Delegate Tata, made several changes to the application process that need to be added to the Board's regulations. HB 2350 provides that a school board's application to the Board of Education for a loan from the Literary Fund must be authorized by the governing body and the school board. The Board may not disburse any proceeds of any approved loan before its receipt of the concurrent approval of the governing body at the time of initial disbursement and an acceptable opinion of bond counsel obtained by the local governing body as to the validity of the loan. The bill also repeals §§ 22.1-154 through 22.1-157 of the *Code* that provide for: (i) the examination of title to property on application for loan, (ii) the certificate of the clerk of court or copy of lease on the application for a loan,

and (iii) the submission of the application and certificate of title to the Attorney General. This bill resulted from a legislative proposal put forth by the Department of Education intended to streamline the application process for loans. The department worked with both the Virginia School Boards Association and the Department of Treasury on the legislation.

Summary of Major Elements: The attached Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements of the current literary loan regulations that need to be considered for addition, deletion or revision. They include:

- Revising the definitions section.
- Requiring that a school board's application to the Board of Education for a loan from the Literary Fund be authorized by the governing body and the school board.
- Adding a provision that requires the Board not to disburse any proceeds of any approved loan before its receipt of the concurrent approval of the governing body at the time of initial disbursement and an acceptable opinion of bond counsel obtained by the local governing body as to the validity of the loan.
- Removing provisions that require: (i) the examination of title to property on application for loan, (ii) the certificate of the clerk of court or copy of lease on the application for a loan, and (iii) the submission of the application and certificate of title to the Attorney General.
- Reviewing and revising each section of the current regulations to ensure compliance with the *Code of Virginia*.
- Adding provisions that may be necessary for the general administration of the program by the Department of Education.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.



Virginia
Regulatory
Town Hall

townhall.state.va.us

Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-100-10 et seq.
Regulation title	<i>Regulations Governing Literary Loan Applications in Virginia</i>
Action title	Amendments to the <i>Regulations Governing Literary Loan Applications in Virginia</i>
Document preparation date	April 5, 2007

This information is required for executive review (www.townhall.state.va.us/dpbpages/apaintro.htm#execreview) and the Virginia Registrar of Regulations (legis.state.va.us/codecomm/register/regindex.htm), pursuant to the Virginia Administrative Process Act (www.townhall.state.va.us/dpbpages/dpb_apr.htm), Executive Orders 21 (2002) and 58 (1999) (www.governor.state.va.us/Press_Policy/Executive_Orders/EOHome.html), and the *Virginia Register Form, Style, and Procedure Manual* (http://legis.state.va.us/codecomm/register/download/styl8_95.rtf).

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

Literary loans are used by local school divisions for the purpose of renovating existing schools or building new ones. *Virginia Code* §§ 22.1-142 through 22.1-161 and the *Regulations Governing Literary Loan Applications in Virginia* (8VAC20-100-10 et seq.) govern the literary loan process in Virginia.

Changes were made to the *Code* sections governing literary loans by the 2007 General Assembly. HB 2350, patroned by Delegate Tata, made several changes to the application process that need to be added to the Board's regulations. HB 2350 provides that a school board's application to the Board of Education for a loan from the Literary Fund must be authorized by the governing body and the school board. The Board may not disburse any proceeds of any approved loan before its receipt of the concurrent approval of the governing body at the time of initial disbursement and an acceptable opinion of bond counsel obtained by the local governing body as to the validity of the loan. The bill also repeals §§ 22.1-154 through 22.1-157 that provide for: (i) the examination of title to property on application for loan, (ii) the certificate of the clerk of court or copy of lease on the application for a loan, and (iii) the submission of the application and certificate of title to the Attorney General.

The *Regulations Governing Literary Loan Applications in Virginia* must be reviewed and revised in order to ensure they comport with the requirements of this bill. Additionally, these regulations were last revised

in 1995. A review is necessary to ensure that the regulations contain all of the requirements necessary for the Board's administration of the fund.

Legal basis

Please identify the state and/or federal source of legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly bill and chapter numbers, if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-16 of the *Code of Virginia* provides that "The Board of Education may adopt bylaws for its own governance and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title." These regulations are necessary for the proper administration of the literary loan fund by the Board of Education.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the regulation is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

These regulations have not been revised since 1995. Several changes were made to the sections in the *Code of Virginia* governing literary loans to public schools by the 2007 General Assembly. Of major importance is the repeal of §§ 22.1-54 through 22.1-57. These regulations need to be reviewed for necessary additions, deletions or revisions as a result of this legislation. There are several major elements that need to be considered for addition, deletion or revision. They include:

- Revising the definitions section.
- Requiring that a school board's application to the Board of Education for a loan from the Literary Fund be authorized by the governing body and the school board.
- Adding a provision that requires the Board not to disburse any proceeds of any approved loan before its receipt of the concurrent approval of the governing body at the time of initial disbursement and an acceptable opinion of bond counsel obtained by the local governing body as to the validity of the loan.
- Removing provisions that require: (i) the examination of title to property on application for loan, (ii) the certificate of the clerk of court or copy of lease on the application for a loan, and (iii) the submission of the application and certificate of title to the Attorney General.
- Reviewing and revising each section of the current regulations to ensure compliance with the *Code of Virginia*.
- Adding provisions that may be necessary for the general administration of the program by the Department of Education.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

No alternatives to amending these regulations have been considered as the Board of Education is desirous of conducting this review as essential to the continued improvement of the system of public schools in Virginia and the proper administration of the literary fund, in light of legislative changes approved by the 2007 General Assembly.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

The proposed amendments to the regulations are not expected to have an impact on the institution of the family and family stability.

Board of Education Agenda Item

Item: _____ E. _____

Date: _____ April 27, 2007 _____

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to Revise the *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs* (8 VAC 20-280-10 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 **E-Mail Address:** Anne.Wescott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action
_____ Previous review/action
 date _____
 action _____

Background Information:

The *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs*, 8 VAC 20-280-10 et seq., were adopted on or before September 1, 1980. These regulations have not been amended since that time and do not address changes that have been made in the operation of joint schools and joint programs since the regulations were written. Joint schools include academic-year Governor's schools. Not including the academic-year Governor's schools, there are approximately 50 joint schools (i.e., regional programs).

The 2003 General Assembly passed legislation allowing academic-year Governor's schools to choose a fiscal agent from among the treasurers of the cities and/or counties participating in this joint school program. Current law dictates that each of the regional programs other than the Governor's schools designate a fiscal agent according to the physical location of the school. HB 2371, patroned by Delegate Tata, and passed by the 2007 General Assembly will permit all joint school boards to designate a fiscal agent from among participating school divisions beginning July 1, 2007. This bill resulted from a legislative proposal put forth by the Department of Education to streamline the operation of joint schools.

As a result of this legislation and the language that needs to be included to address the changes that have been made in the operation of joint schools and joint programs since the regulations were written, these regulations need to be revised. Because the changes will be extensive, the current regulations, 8 VAC 20-280-10 et seq., will be repealed and new regulations will be promulgated bearing the number 8 VAC 20-281-10 et seq.

Summary of Major Elements: The attached Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements. These include:

- A complete revision of the first section of the regulations because it is largely aspirational in nature rather than regulatory. (8 VAC 20-280-10)
- The addition of a definitions section to the regulations.
- A complete revision of the second section of the regulations (8 VAC 20-280-20) into several sections addressing individual topics. Currently this section includes all of the organizing and operating procedures, including membership, organization, authority, authority of the division superintendent, annual budget and financing plan, annual appropriations and expenditures.
- Inclusion of any new language that is needed to address the changes in the operation of joint schools and programs since the regulations were written.
- Addition of the new language passed by the 2007 General Assembly regarding the appointment of a fiscal agent.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.



Virginia
Regulatory
Town Hall

townhall.state.va.us

Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-280-10 et seq.
Regulation title	<i>Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs</i>
Action title	Revisions to the <i>Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs</i>
Document preparation date	April 3, 2007

This information is required for executive review (www.townhall.state.va.us/dpbpages/apaintro.htm#execreview) and the Virginia Registrar of Regulations (legis.state.va.us/codecomm/register/regindex.htm), pursuant to the Virginia Administrative Process Act (www.townhall.state.va.us/dpbpages/dpb_apr.htm), Executive Orders 21 (2002) and 58 (1999) (www.governor.state.va.us/Press_Policy/Executive_Orders/EOHome.html), and the *Virginia Register Form, Style, and Procedure Manual* (http://legis.state.va.us/codecomm/register/download/styl8_95.rtf).

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs*, 8 VAC 20-280-10 et seq., were adopted on or before September 1, 1980. These regulations have not been amended since that time and do not address changes that have been made in the operation of joint schools and joint programs since the regulations were written. Joint schools include academic-year Governor's schools. Not including the academic-year Governor's schools, there are approximately 50 joint schools (i.e., regional programs).

The 2003 General Assembly passed legislation allowing academic-year Governor's schools to choose a fiscal agent from among the treasurers of the cities and/or counties participating in this joint school program. Current law dictates that each of the regional programs other than the Governor's schools designate a fiscal agent according to the physical location of the school. HB 2371, patroned by Delegate Tata, and passed by the 2007 General Assembly will permit all joint school boards to designate a fiscal agent from among participating school divisions regardless of the physical location of the school beginning July 1, 2007. This bill resulted from a legislative proposal put forth by the Department of Education to streamline the operation of joint schools.

As a result of this legislation and the language that needs to be added to address changes that have been made in the operation of joint schools and joint programs since the regulations were written these regulations need to be revised. Because the changes will be extensive, this will be accomplished by repealing the current regulations and promulgating new regulations.

Legal basis

Please identify the state and/or federal source of legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly bill and chapter numbers, if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-16 of the *Code of Virginia* provides that “The Board of Education may adopt bylaws for its own governance and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.” These regulations are necessary for the governance of the jointly owned and operated schools and programs by the Board of Education.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the regulation is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

A comprehensive review and revision of these regulations has not been done in several years. Because the changes may be extensive, this regulatory action will consist of the repealing of the current regulations, 8 VAC 20-280-10 et seq., and the promulgation of new regulations, 8 VAC 20-281-10 et seq. This will be accomplished through a review of the current regulations, changes in the *Code of Virginia*, and the practices and procedures of all of the joint schools and programs. Changes will be made in the following areas:

- A complete revision of the first section of the regulations because it is largely aspirational in nature rather than regulatory. (8 VAC 20-280-10)
- The addition of a definitions section to the regulations.
- A complete revision of the second section of the regulations (8 VAC 20-280-20) into several sections addressing individual topics. Currently this section includes all of the organizing and operating procedures, including membership, organization, authority, authority of the division superintendent, annual budget and financing plan, annual appropriations and expenditures.
- Inclusion of any new language that is needed to address the changes in the operation of joint schools and programs since the regulations were written.
- Addition of the new language passed by the 2007 General Assembly regarding the appointment of a fiscal agent.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

No alternatives to amending these regulations have been considered as the Board of Education is desirous of conducting this review and revision as essential to the continued improvement of the system of public schools in Virginia and to incorporate the changes required by legislation passed during the 2007 General Assembly.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

The proposed amendments to the regulations are not expected to have an impact on the institution of the family and family stability.

Board of Education Agenda Item

Item: _____ F. _____

Date: April 27, 2007

Topic: Final Review of the Proposed Board of Education's *Spirit of the Commonwealth Award*

Presenter: Dr. Cynthia A. Cave, Director, Office of Student Services

Telephone Number: 804-225-2818

E-Mail Address: Cynthia.Cave@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

X Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date April 26, 2006

action Recommendation to the Board of Education by the Student Advisory Committee

date March 29, 2007

action *The Spirit of the Commonwealth Award* approved for first review by the Board of Education

Background Information:

On April 26, 2006, the Board of Education's 2005-2006 Student Advisory Committee presented a recommendation to the Board to create the *Spirit of the Commonwealth Award*. This award would be created and given annually to individual high school juniors who have demonstrated academic achievement, well-rounded participation in school activities, and community and civic responsibility. Individual middle/junior and high schools would also be able to receive an award by providing diverse opportunities for students to serve the community and others in co-curricular and/or extracurricular activities, such as service learning and volunteering experiences.

Summary of Major Elements:

To implement the award, the following criteria and procedures are proposed.

The Individual Student Awards

In order to be eligible for an individual award, a student must be nominated by a school division principal, teacher, guidance counselor, or a parent. Nominations should be based on academic achievement, participation in a variety of service and community/civic activities, leadership, and good character.

Nominated high school juniors would complete an application and submit it with letters of recommendation to their respective principals. Each public high school principal, with the assistance of a school team, would review all applications and select the most qualified applicants in their respective schools. The names of the selected applicants would be forwarded to the school division administration for review and submission to the Virginia Department of Education. Award recipients would receive letters and certificates of recognition from the Board of Education.

The Middle and High School Awards

In order to be eligible for an award, a school would be nominated by a principal, teacher, or parents. Nominated schools would have demonstrated success by:

- Provision of diverse opportunities for students to participate in service activities in the school and community
- Recognition of demonstrated student leadership in a variety of areas.

Principals of the nominated schools would submit applications to their respective school division administrators for review by a division team. The division team would select the most qualified middle/junior high schools and the most qualified high school recipients. Names of schools would be forwarded to the Department of Education. Award recipients would receive letters and certificates of recognition from the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed criteria and guidelines for the *Spirit of the Commonwealth Award*.

Impact on Resources:

The impact on resources is not expected to be significant. There will be some administrative costs to school divisions in preparation and review of applications for the award.

Timetable for Further Review/Action:

Upon final approval, information will be provided to school divisions and to principals about award criteria and procedures.

VIRGINIA SPIRIT OF THE COMMONWEALTH AWARD

Purpose: Students across Virginia are using their talents and ambition to make a difference in their schools, neighborhoods and communities. On April 26, 2006, the Board of Education's 2005-2006 Student Advisory Committee acknowledged the importance of promoting student involvement by recommending that the **Spirit of the Commonwealth Award** be developed. The award recognizes:

- Student leadership in the school and community
- Student involvement in clubs, sports, societies, and service organizations
- Academic achievement
- Civic involvement through service to others and volunteerism.

The award is also designed for school divisions and parents to recognize middle/junior and high schools that make diverse opportunities available for students in the award areas. These middle/junior and high schools collaborate with community organizations to promote student leadership, involvement, service and civic responsibility.

Process: To be eligible, a student must be nominated by a principal, teacher, guidance counselor or parent. Nominated students must submit an application and at least two letters of recommendation to their respective school principals. Each division high school principal, with the assistance of a school team, reviews all applications and selects the most qualified applicants in their respective schools. The names of the selected applicants are forwarded to the school division administrator for review and submission to the Virginia Department of Education.

Middle/junior high, high schools, and combined middle/junior/high schools nominated by principals, teachers or parents will also be required to complete and submit applications. Principals of the nominated schools would submit their applications to their respective division administrators for review. The school division administrator, with the assistance of a division-level team, is responsible for selecting the most qualified middle, junior and high schools for recognition. The school division forwards the selected award recipient school names to the Virginia Department of Education.

The Department of Education (VDOE) will provide school divisions with a certificate of recognition and a letter of congratulations from the Board of Education for each award recipient.

The completed certificates will be sent to school division administrators for presentation to the recipients.

If you have questions or need additional information about the Spirit of the Commonwealth Award, please contact Vivian.Stith-Williams, student services specialist at 804-225-4543 or e-mail, Vivian.Stith-Williams@doe.virginia.gov.

Attachments

VIRGINIA SPIRIT OF THE COMMONWEALTH AWARD
APPLICATION

SECTION I

(To be completed by student and given to the school principal)

Name: _____
Last First Middle Date of Birth

Home Address: _____ () _____
Number and Street Phone

City/County State Zip Code

High School Attending: _____

Principal: _____
School Fax

School Address: _____
Number and Street Phone

City/County State Zip Code

Note: A legible transcript of your high school work MUST accompany this application.

Nominating person: _____ Position: _____

SECTION II

(To Be Completed By Student)

ESSAYS

Please respond to the two questions below on a separate sheet of paper. Your responses to the following questions should be limited to four typed pages (total for both questions), double spaced, 12 point font, with one-inch margins.

1. The *Virginia Spirit of the Commonwealth Award* recognizes students who have demonstrated academic achievement and participation in diverse opportunities in their schools and communities. Please discuss your participation in co-curricular and/or extracurricular activities, athletics, societies/clubs, and service organizations. Please include volunteer experiences, as well as any leadership experiences within your school and/or community.
2. How have the above experiences influenced your perspective on the importance of civic engagement and contributing to one's community? What lessons have you learned from your participation? How have you made a difference? Be specific.

SECTION III

(Letters of Recommendation)

Confidential letters of recommendation from at least two people (one from the person making the nomination) not related to the applicant should be filed with this application. These letters should give specific information in regard to the applicant's leadership ability, activities, and character. Letters should include the student's name, how the recommending adults know the student, if applicable, which courses and/or activities the student has pursued with the recommending adult, and the quality of the student's leadership and participation in school and extracurricular activities.

THANK YOU!

**VIRGINIA SPIRIT OF THE COMMONWEALTH AWARD
SCHOOL APPLICATION**

SECTION I

(To be completed by school principal and submitted to division administrator)

School Name: _____ School Division _____

This is a

- ☐ Middle/Junior high school: Number of students: _____
- ☐ High school: Number of students: _____
- ☐ Combined Middle/Junior/High School

Principal: _____

Fax _____

School Address: _____

Number and Street

Phone _____

City/County

State

Zip Code

Nominating person: _____ Position: _____

SECTION II

(To be completed by school principal)

Please respond to the question below on a separate sheet of paper.

Describe the opportunities offered to students in the areas of co-curricular and/or extracurricular activities, athletics, societies/clubs, service organizations, recognitions (e.g., scholarships, honors, and awards), service learning and community volunteering experiences. What community partnerships and collaborations (e.g., PTA, nonprofit organizations, and businesses) have you enhanced, developed or supported to make these opportunities available? If appropriate, provide the number of students that participated in each activity/program for the past two years.

THANK YOU!

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ April 27, 2007 _____

Topic: Report from the Board of Education's 2006-2007 Student Advisory Committee

Presenters: Mrs. Isis M. Castro and Mrs. Eleanor B. Saslaw, Members of the Board of Education and Sponsors of the Student Advisory Committee

Origin:

X Topic presented for information only (no board action required)

_____ Board review required by
_____ State or federal law or regulation
_____ Board of Education regulation
_____ Other: _____

_____ Action requested at this meeting

_____ Action requested at future meeting:

Previous Review/Action:

_____ No previous board review/action

X Previous review/action
date: February 28, 2007
action: Board of Education received initial report

Background Information: Members of the 2006-2007 Student Advisory Committee were selected from more than 200 nominations received in November 2006 from public middle and high schools across the state. Each public middle school and high school was eligible to nominate one student for consideration. Statewide student organizations were also invited to submit nominees. The nominees completed an application packet that included letters of recommendation and essays.

Representatives of the Board of Education reviewed all applications and selected the new members according to Board of Education policy. The membership of the Student Advisory Committee is set forth in Article X of the Board of Education's bylaws. Of the 12 members of the Student Advisory Committee, one high school student is selected from each of the Department of Education's eight Superintendents' Study Group regions, and four middle school students are selected at-large (see attached membership list).

Summary of Major Elements: During the first meeting in December 2006, the members of the Student Advisory Committee discussed a broad spectrum of issues and concerns for students in the public schools across the state. From this discussion, the committee members selected three topics for in-depth study and divided into small work groups focused on the three topics.

The committee met again in February 2007 to continue its discussion. The members of the committee reported initial findings to the Board of Education at the February 28th meeting. At the April 27th meeting, the members of the committee will give their final report and recommendations to the Board of Education.

The committee topics and structure are as follows:

Group I: Cultural Awareness, International Studies, and Foreign Language in the Public Education System

Katlyn Allen, James River High School, Chesterfield County Public Schools
Adam Baker, Tabb High School, York County Public Schools
Justin Scott, Franklin County High School, Franklin County Public Schools
Anna Skubel, George Washington Middle School, Alexandria City Public Schools

Group II: Drug Abuse and Alcohol Awareness and Prevention Program

Rachel Chitwood, Pulaski County High School, Pulaski County Public Schools
Emma Horton, West Point High School, West Point Public Schools
Shelton Seaborn, Jr., Greenville County High School, Greenville County
Jeremy Jones, Bailey Bridge Middle School, Chesterfield County

Group III: Closing the Achievement Gap

Brian Bills, Charlottesville High School, Charlottesville City Public Schools
Paula Lewis, Lynnhaven Middle School, Virginia Beach City Public Schools
Monique Sturdivant, T. C. Williams High School, Alexandria City Public Schools
Kenzie VanDerwerker, Bedford Middle School, Bedford County Public Schools

Superintendent's Recommendation: N/A

Impact on Resources: Department of Education funds are used to support the work of the Student Advisory Committee by reimbursing for travel and other expenses related to the committee's meetings.

Timetable for Further Review/Action: Following receipt of the final report and recommendations of the 2006-2007 Student Advisory Committee, the Board of Education will set a timetable for follow-up actions and discussions.

Members of the 2006-2007 Student Advisory Committee

Katlyn Allen
James River High School
Chesterfield County
Region I

Paula Lewis
Lynnhaven Middle School
Virginia Beach City
Region II

Adam Baker
Tabb High School
York County
Region II

Justin Scott
Franklin County High School
Franklin County
Region VI

Brian Bills
Charlottesville High School
Charlottesville City
Region V

Shelton Seaborn, Jr.
Greensville County High School
Greensville County
Region VIII

Rachel Chitwood
Pulaski County High School
Pulaski County
Region VII

Anna Skubel
George Washington Middle School
Alexandria City
Region IV

Emma Horton
West Point High School
West Point
Region III

Monique Sturdivant
T. C. Williams High School
Alexandria City
Region IV

Jeremy Jones
Bailey Bridge Middle School
Chesterfield County
Region I

Kenzie VanDerwerker
Bedford Middle School
Bedford County
Region V

Board of Education Agenda Item

Item: _____ H. _____

Date: _____ April 27, 2007 _____

Topic: First Review of a Resolution Delegating the Approval of Other States' Comprehensive Subject Area Assessments as Substitute Tests, Pursuant to the Board of Education's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403

E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

X Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting X Action requested at future meeting: May 30, 2007

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131-10 et seq.) were adopted by the Board of Education on May 24, 2006, and became effective September 7, 2006. On October 25, 2006, the Board approved the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

The regulations, in 8 VAC 20-131-110, permit the approval of assessments "administered as part of another state's accountability assessment program" as substitutes for the Standards of Learning assessments, for the purpose of awarding verified units of credit to students who transfer to Virginia from out of state.

The guidance document states, in part:

The Board of Education will accept content-based high school end-of-course tests administered as a part of another state's accountability system for the purpose of awarding verified credit to students who transfer to Virginia public schools. When students transfer to a Virginia public school from a state that requires such high school end-of-course tests, the local school division may automatically accept the student's passing score on the test and the corresponding course for the purposes of awarding verified credit.

When students transfer to a Virginia public school from a state that requires a comprehensive subject area examination as a prerequisite for graduation from high school, the Department of Education, at the request of the division superintendent, will review the examination to determine its suitability for use to award verified credit in the same manner as other substitute tests have been reviewed and recommended for approval. In order for a test to be deemed suitable for use, the test must be approved as part of another state's accountability system and approved through the federal standards and assessment peer review process. Such requests shall be submitted by the division superintendent within 30 days of receipt of the student's record.

The Board of Education may delegate the authority for final approval of these tests to the Superintendent of Public Instruction.

Summary of Major Elements:

The resolution presented in this Board item would delegate the final approval of additional tests for the purpose of awarding verified credit to the Superintendent of Public Instruction, under the following specific conditions:

- 1) That the Superintendent report annually to the Board on his exercise of the authority;
- 2) That the Board reserve the right to require the Superintendent to report on the exercise of his authority;
- 3) That the Superintendent conform all actions to Board regulations and laws governing educational programs and policy;
- 4) That the review of the test to determine its suitability for use to award verified credit be conducted in the same manner as other substitute tests have been reviewed and recommended for approval, as set forth in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*. In addition, in order for a test to be deemed suitable for use, the test must be approved as part of another state's accountability system and approved through the federal standards and assessment peer review process;
- 5) That school divisions shall be notified of any such tests that are approved; and
- 6) That the recognition that this delegation is not an abnegation of the Board's power and responsibility.

This delegation of authority shall remain in effect until 8 VAC 20-131-110 is amended by the Board of Education, or until this resolution is amended or rescinded by the Board of Education.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept this delegation of authority for first review.

Impact on Resources: The impact on resources is expected to be minimal.

Timetable for Further Review/Action: The delegation of authority will be presented to the Board of Education for final review on May 30, 2007,

Virginia Board of Education Resolution

Delegating Certain Duties to the Superintendent of Public Instruction

Resolution Number 2007-1

April 27, 2007

That the following Board responsibilities, set forth in the cited sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.), be delegated to the Superintendent of Public Instruction.

Under 8 VAC 20-131-110, Standard and Verified Units of Credit, the “Board of Education may from time to time approve additional tests for the purpose of awarding verified credit.” The *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, approved by the Board of Education in 2006, further states that the Board “may delegate the authority for final approval of these tests to the Superintendent of Public Instruction.”

This delegation of authority shall apply only to those comprehensive subject area examinations approved as part of another state’s accountability system and approved through the federal standards and assessment peer review process.

Such delegation shall also be subject to the following conditions:

- a) That the Superintendent reports annually to the Board on his exercise of the authority and responsibility delegated to him;
- b) That the Board reserves the right to require of the Superintendent a report concerning the exercise of any authority herein delegated;
- c) That the Superintendent’s exercise of the delegated authorities shall conform to all regulations of the Board and laws governing educational programs and policy in Virginia;
- d) That the review of the test to determine its suitability for use to award verified credit be conducted in the same manner as other substitute tests have been reviewed and recommended for approval, as set forth in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*. In addition, in order for a test to be deemed suitable for use, the test must be approved as part of another state’s accountability system and approved through the federal standards and assessment peer review process;
- e) That school divisions shall be notified of any such tests that are approved; and

- f) That this delegation is not an abnegation of the Board's power and responsibility in the areas delegated.

This delegation of authority shall remain in effect until 8 VAC 20-131-110 is amended by the Board of Education, or until this resolution is amended or rescinded by the Board of Education.

Board of Education Agenda Item

Item: I.

Date: April 27, 2007

Topic: First Review of a Request for Increased Graduation Requirements from Waynesboro Public Schools

Presenters: Dr. Robin Crowder, Superintendent, Waynesboro Public Schools
Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☐ State or federal law or regulation
☒ Board of Education regulation
☐ Other: _____

☐ Action requested at this meeting ☒ Action requested at future meeting: May 30, 2007

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____

Background Information:

The Standards of Quality (SOQ), in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to "...award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education."

Standard 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) addresses graduation requirements. The regulation says, in part: "The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.... The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them...."

The Board's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*, adopted by the Board on October 26, 2006, gives school divisions guidance in prescribing additional credit requirements for the Standard and Advanced Studies diplomas. The guidance document says, in part:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science).... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis.

Advanced Studies Diploma: Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the standards if the credits are in the discipline areas of English, mathematics, science, history/social studies, fine arts (including performing arts), career and technical education, or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.

Transfer Students: Any local school division receiving approval to increase its course credit requirements may not deny either the Standard or Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

Prospective Application / Advance Notice: A local school division's additional credit requirements should apply only to students who have not yet entered ninth grade at the time the additional credits are approved.

Allocation of Electives: Generally the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged....

Summary of Major Elements:

Waynesboro Public Schools is requesting approval to require students to have successfully completed a course in finance, incorporating the Board's objectives in economic education and financial literacy. The student could complete either a full year, credit bearing course from the finance concentration sequence in Career and Technical Education, for which the student would earn a standard credit. As an alternative, if the student has sufficient credits for graduation, the student could complete a shorter, online course, which would also be based on the finance concentration sequence in Career and Technical Education. Transfer students could also take advantage of the online option. Students choosing the online option would not earn a standard credit for successfully completing this course.

This requirement would become effective for the students entering the ninth grade for the first time in the 2007-2008 school year, as specified in both the Standards of Accreditation and the guidance document.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board accept for first review Waynesboro City Public School's request to increase graduation requirements.

Impact on Resources: There is no impact on resources at the Department of Education.

Timetable for Further Review/Action: This request will be presented to the Board of Education for final review and approval on May 30. Department of Education staff will notify the school division of the Board's action.

Waynesboro Public Schools

301 Pine Avenue
Waynesboro, Virginia 22980

Phone (540) 946-4600
Fax (540) 946-4608

DIVISION OF POLICY & COMMUNICATIONS

MAR 21 2007

March 16, 2007

Dr. Billy Cannaday, Jr.
Virginia Department of Education
PO Box 2120
Richmond, VA 23218

Dear Dr. Cannaday:

Waynesboro Public Schools is requesting approval for a graduation requirement in Finance for all students. The Department of Education's required objectives in economics education and financial literacy form the curriculum for our new course. Waynesboro Public Schools believes strongly that these objectives are critical for our students to be able to make informed choices as they move on from our programs.

We plan to deliver this information in two formats, either of which would meet our graduation requirement. First, students could enroll in a full-year Finance credit-bearing course based on the Career and Technical course code 6120. We anticipate that many seniors who have already met graduation requirements and do not have full course loads would choose this option. An online option will also be available for students who do not have room in their schedules for a full course, or who want to opt for other electives during their regular school day. The online course will be a shorter program, will not earn credit, and will be based on the CTE course number 6121.

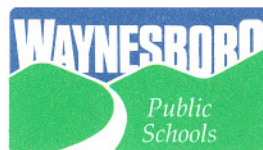
We are requesting approval of these two options as graduation requirements for our students. Students will not be required to earn increased credits for graduation.

We look forward to answering any additional questions you or the State Board of Education may have concerning our request.

Sincerely,



Dr. Robin Crowder
Superintendent



Our Children...Our Future...Our Responsibility

Board of Education Agenda Item

Item: J.

Date: April 27, 2007

Topic: First Review of a Request for Increased Graduation Requirements from Botetourt County Public Schools

Presenters: Dr. Anthony S. Brads, Superintendent, Botetourt County Public Schools
Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

 X Board review required by
 State or federal law or regulation
 X Board of Education regulation
 Other: _____

_____ Action requested at this meeting X Action requested at future meeting: May 30, 2007

Previous Review/Action:

X No previous board review/action

____ Previous review/action
date

Background Information:

The Standards of Quality (SOQ), in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to “...award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.”

Standard 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* addresses graduation requirements. The regulation says, in part: “The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.... The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them....”

The Board's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*, adopted by the Board on October 26, 2006, gives school divisions guidance in prescribing additional credit requirements for the Standard and Advanced Studies diplomas. The guidance document says, in part:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science).... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis.

Advanced Studies Diploma: Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the standards if the credits are in the discipline areas of English, mathematics, science, history/social studies, fine arts (including performing arts), career and technical education, or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.

Transfer Students: Any local school division receiving approval to increase its course credit requirements may not deny either the Standard or Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

Prospective Application / Advance Notice: A local school division's additional credit requirements should apply only to students who have not yet entered ninth grade at the time the additional credits are approved.

Allocation of Electives: Generally the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged....

Summary of Major Elements:

Currently, Botetourt County Public School's graduation requirements are exactly the same as the minimum required in the *Regulations Establishing Standards of Accrediting Public Schools in Virginia*. Botetourt County is requesting approval to require students to have successfully completed four additional electives to earn a Standard, Advanced Studies, or Modified Standard Diploma. The Board of Education's guidance document does not provide for increased requirements to the Modified Standard Diploma.

The additional electives would be phased in over a four-year period, so that:

- First-time ninth graders in the 2007-2008 school year would need one additional elective, compared to the current graduation requirements;
- First-time ninth graders in the 2008-2009 school year would need two additional electives;

- First-time ninth graders in the 2009-2010 school year would need three additional electives; and
- First-time ninth graders in the 2010-2011 school year would need four additional electives.

Botetourt County Public Schools is making the request to enable its students to be competitive with students in nearby school divisions. The chart below summarizes the number of standard credits required for graduation in neighboring school divisions:

School Division	Standard Diploma	Advanced Studies Diploma
Botetourt County (9 th grade class of 2010-2011)	26	28
Pulaski County	26	28
Craig County	25	27
Smyth County	25	27
Franklin County	24	26
Floyd County	23	24

Botetourt County Public Schools would not prescribe the electives that a student must take in order to graduate, but would allow students, their parents, and the school counselor to plan a program of study for each student. This would enable students to “build their resume” to prepare for post-secondary education and the workplace. Students could choose from a variety of options, including courses in career and technical education, art, music, languages, and other academic subjects.

Botetourt County Public Schools would have a policy in place to accommodate transfer students, as required by the *Regulations Establishing Standards of Accrediting Public Schools in Virginia*. Transfer students would not be denied a diploma if they would otherwise meet the graduation requirements in the Standards of Accreditation, but could meet the requirements for additional electives only by taking a heavier than normal course load, attending summer school, or taking courses after the time when the student otherwise would have graduated, as determined on a case-by-case basis.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board accept this request for first review.

Impact on Resources: There is no impact on resources at the Department of Education.

Timetable for Further Review/Action: This request will be presented to the Board of Education for final review and approval on May 30. Department of Education staff will notify the school division of the Board's action.

Standard Diploma						
	Verified Credits	Standard Credits				
	Current	Current	9 th Grade Class of 2007-2008	9 th Grade Class of 2008-2009	9 th Grade Class of 2009-2010	9 th Grade Class of 2010-2011
English	2	4	4	4	4	4
Mathematics	1	3	3	3	3	3
Laboratory Science	1	3	3	3	3	3
History and Social Sciences	1	3	3	3	3	3
Health and Physical Education		2	2	2	2	2
Fine Arts or CTE		1	1	1	1	1
Electives		6	7	8	9	10
Student Selected	1					
Total	6	22	23	24	25	26

Advanced Studies Diploma						
	Verified Credits	Standard Credits				
	Current	Current	9 th Grade Class of 2007-2008	9 th Grade Class of 2008-2009	9 th Grade Class of 2009-2010	9 th Grade Class of 2010-2011
English	2	4	4	4	4	4
Mathematics	2	4	4	4	4	4
Laboratory Science	2	4	4	4	4	4
History and Social Sciences	2	4	4	4	4	4
Foreign Language		3	3	3	3	3
Health and Physical Education		2	2	2	2	2
Fine Arts or CTE		1	1	1	1	1
Electives		2	3	4	5	6
Student Selected	1					
Total	9	24	25	26	27	28

Modified Standard Diploma						
	Standard Credits					
	Current	9 th Grade Class of 2007-2008	9 th Grade Class of 2008-2009	9 th Grade Class of 2009-2010	9 th Grade Class of 2010-2011	
English	4	4	4	4	4	
Mathematics	3	3	3	3	3	
Laboratory Science	2	2	2	2	2	
History and Social Sciences	2	2	2	2	2	
Health and Physical Education	2	2	2	2	2	
Fine Arts or CTE	1	1	1	1	1	
Electives	6	7	8	9	10	
Total	20	21	22	23	24	

Board of Education Agenda Item

Item: _____ K _____

Date: April 27, 2007

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from the Richmond City Public Schools for Richmond Alternative School

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Deborah Jewell-Sherman, Superintendent, Richmond City Public Schools
Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability,
Richmond City Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

X Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____
(date)

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date October 25, 2006

action Board requested that Richmond City Public Schools submit an alternative accreditation plan for Richmond Alternative School as a requirement for conditional accreditation

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in September 2006 Section 8 VAC 20-131.315.C of the standards states:

As an alternative to the memorandum of understanding outlined in subsection B of this section, a local school board may choose to reconstitute a school rated Accreditation Denied and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied rating and may include any of the provisions of subsection B of this section.

Section 8 VAC 20-131-5 of the standards states that the definition of “reconstitution means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school’s governance, instructional program, staff or student population.”

Richmond Alternative School was rated Accreditation Denied for the 2006-2007 school year. Richmond City Public Schools reconstituted Richmond Alternative School and applied to the Board to accept the terms of the reconstitution and change the rating of Accreditation Denied to Conditionally Accredited on October 25, 2006. The request for this rating was granted; however, the Board of Education requested that Richmond City Public Schools submit for approval an alternative accreditation plan for Richmond Alternative School.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* effective September 7, 2006, Section 8 VAC 20-131.280.C. of the standards states:

Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in §22.1-26 of the Code, Governor’s schools, special education schools, alternative schools, or career and technical schools that serve as the student’s school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

Summary of Major Elements:

Richmond City Public Schools partners with the Community Education Partners (CEP) to provide services through the Capital City Program (CCP) at Richmond Alternative School. The purpose of the partnership is to support low-performing and disruptive students so that they can return to their home schools prepared to be successful. This program focuses on the most difficult students with learning and behavioral issues as a result of factors beyond the control of public education.

CCP encompasses students in grades three through twelve who are consistently experiencing severe behavioral problems and for whom no other appropriate services have been successful. Students are placed at CCP for a period of 180 days through referral from their current school principal or the hearing officer. Students have failed to respond positively to the traditional schools’ intervention strategies and may face the possibilities of being retained or dropping out of school.

Prior to the assignment to CCP, the parent(s), student, and the principal discuss the components of the program. Parent signatures are required before final referral. Parent and student meetings are also held upon enrollment with the "Welcome Center Coordinator." After final placement decisions have been made, parents and students must participate in an orientation session at the alternative school. Parents are provided an overview of the program and encouraged to participate in the school's parental programs. Home/school communication plans are also reviewed. Additionally, parents participate in the transition program in preparation for the child to return to his home school environment.

Richmond Alternative School offers a challenging curriculum aligned with state and local standards in a safe, supportive, smaller learning community to provide quality-learning opportunities affording students skills and behaviors necessary to become lifelong learners. Students are offered appropriate grade-level courses in English/Reading, science, mathematics, and social science. The students also receive instruction in workplace readiness, basic skill enhancement and personal social development.

Intensive in-home counseling services are provided by Associated Educational Services (AES), a local provider, to meet the social needs of students. Medical data concerning unmet needs or those that require maintenance are coordinated between the nurses of Capitol City Program (CCP) and the district school. Every effort is made to continue services so that students will continue to be successful. Two student service specialists coordinate services from Department of Juvenile Justice, Richmond City Social Services, Richmond Behavior Health Authority, Richmond Division of Public Health, Family Focus, Associated Educational Services, and other service providers.

Once students return to their home school, a student service specialist visits the students weekly and monitors their progress. During these visits, the information on the student's attendance, behavior, grades, and tests score results are reviewed. Specific plans for improvement are developed and monitored.

Teachers assigned to CCP will be highly qualified by July 1, 2007.

Much of the time spent by students in the CCP program focuses on teaching students life skills needed for success. Due to the time required for this focus, foreign language, physical education and fine arts are not offered. For this reason, Richmond City Public Schools is requesting a waiver from 8 VAC 20-131-100 A. of the Standards of Accreditation that require foreign language, physical education and fine arts as stated below:

8 VAC 20-131-100. Instructional program in secondary schools.

- A. The secondary school shall provide each student a program of instruction in the academic areas of English, mathematics, science, and history/social science that enables each student to meet the graduation requirements described in 8 VAC 20-131-50 and shall offer opportunities for students to pursue a program of studies in foreign languages, fine arts, and career and technical areas including:
 - 1. Career and technical education choices that prepare the student as a career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs;

2. Coursework and experiences that prepare the student for college-level studies including access to at least three Advanced Placement (AP) courses, college-level courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses, or any combination thereof;
3. Preparation for college admissions tests; and
4. Opportunities to study and explore the fine arts and foreign languages.

B. Minimum course offerings for each secondary school shall provide opportunities for students to meet the graduation requirements stated in 8 VAC 20-131-50 and must include:

English	4
Mathematics	4
Science (Laboratory)	4
History and Social Sciences	4
Foreign Language	3
Electives	4
Career and Technical Education	11
Fine Arts	2
Health and Physical Education	2
Total Units	38

Beginning with the 2007 school year, Richmond City Public Schools proposes an alternative accreditation index model that will hold Richmond Alternative School accountable for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and use science and history and social science and other indicators of school and student performance that are aligned with the mission and goals of the school as value-added components. The goals and performance objectives for the proposed alternative accreditation plan are included in Attachment A.

The alternative accreditation index model will measure student achievement based on students' progress in moving from basic to proficient to advanced levels of performance on Standards of Learning assessments. The index will have a primary focus on reading and mathematics achievement. The index is based on a set of core achievement objectives and measures (SOL test scores and other indicators) as well as "reach" or excellence goals for the student population. An alternative accreditation index score (0 to 100 points) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics.

SOL index points are assigned for student performance on the SOL tests by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores. Additional index points may be earned for meeting performance measures in the core "other academic" and optional "reach" objectives categories. The Alternative Accreditation index score for each content area (English and mathematics) is calculated by combining the SOL index score and the additional index points. An Alternative Accreditation index score of at least 70 points must be earned in both English and mathematics to achieve fully accredited status. If the

school fails to achieve fully accredited status, the rating will be in accordance with provisions of the Standards of Accreditation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the alternative accreditation plan for Richmond Alternative School.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: The Board will consider for final review the alternative accreditation plan for Richmond Alternative School on May 30, 2007.

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

Date Approved
by the Local School Board

Signature
Chairman of the School Board

Submission Date

Signature
Division Superintendent

**A Request for Conditional Accreditation
The Richmond Alternative School
Richmond City Public Schools**

An Alternative Accreditation Plan

Purpose: To ensure that no child is left behind, the Capital City Program (CCP) works in partnership with the Richmond Public Schools and the community to get low performing and disruptive students back on track in their learning and behavior, enabling them to successfully return to their home schools academically and socially prepared. This partnership focuses on the most difficult students with learning and behavioral issues as a result of a variety of factors beyond the control of public education.

Vision/Mission: The Capital City Program provides quality alternative education services to the students of Richmond's middle and high schools by making a positive difference in the lives of the students served and by achieving measurable results in academic and behavioral skills. A rigorous instructional program and a personal/social development program are provided for each child in a safe and secure learning environment. CCP envisions taking students who otherwise would not succeed in public education and turnaround to assist them in becoming successful life long learners.

Target Population: CCP encompasses students in grades three through twelve who are consistently experiencing severe behavioral problems and for whom no other appropriate services have been successful. Students are placed at CCP for a period of 180 days through a referral from their current school principal or the hearing officer. Students assigned to our alternative program have failed to respond positively to the traditional schools' intervention strategies and may face the possibilities of being retained and/or of dropping out of school. Prior to the assignment to CCP, the parent(s), student, and the principal discuss the components of the program. Parent signatures are required before final referral. Parent and student meetings are also held upon enrollment with the Welcome Center Coordinator. After final placement decisions have been made, parents and students must participate in an orientation session at the alternative school. Parents are provided an overview of the program and encouraged to participate in the school's parental programs. Home/school communication plans are also reviewed. Additionally, parents participate in the transition program in preparation for the child to return to his home school environment.

Student Selection Criteria:

CCP has a specialized design that offers instructional strategies and a unique organizational structure to meet the needs of challenged students who have been unsuccessful in the traditional comprehensive school setting. Student selection evidence in the following areas is considered for placement:

- Severe behavioral needs that interfere with learning
- Severe social/emotional needs that are barriers to the student's success and/or the learning of others
- Attendance/truancy issues
- A referral from the hearing officer for violation of the RPS *Students' Code of Conduct*

Program of Instruction:

Richmond Alternative School offers a challenging curriculum aligned with state and local standards in safe, supportive, small learning communities to provide quality-learning opportunities affording students skills and behaviors necessary to become lifelong learners. Students are offered appropriate grade-level courses in English/Reading, science, mathematics, and social science. The students also receive instruction in workplace readiness, basic skill enhancement and personal social development.

- Upon enrollment, each student participates in a four-day orientation program that is designed to review the child's record of past performance and to develop a plan for his/her success at CCP. Plans for academic, attendance/truancy, and behavior improvements are developed with students to address their specific needs. These plans will guide students during the 180-day stay at CCP so that they may successfully transition to the next placement at a comprehensive middle or high school.
- The Virginia Standards of Learning (SOL) are taught through grade level courses in the four academic areas: reading, math, science and social studies at the middle school level and the full range of appropriate courses for high school students. Additionally, electives are required in personal/social development, reading and math intensive enrichment offered through a PLATO lab setting, and Employment Seminar (career education) which is offered through the PLATO lab at the high school level.
- Reading and math assessments are completed upon entering the program to assist in the development of the students' plan for academic success. Growth is monitored monthly or more frequently to ensure gains for each student. It is expected that each student will show at least a 1.5 years of growth in both areas by the 120th day of enrollment. As student progress is monitored, appropriate intervention and remediation strategies are deployed as deemed necessary from data analyses.
- Students will be taught by highly qualified teachers as required under federal guidelines. One hundred percent compliance is guaranteed by July 1, 2007.
- Art and conversational Spanish are offered to each student on a scheduled basis.
- Instruction is provided in four small learning communities staffed by a learning community instructional leader and learning community assistant in leadership/supervisory roles: High school boys, high school girls, middle school boys and middle school girls. Four 90-minute blocks comprise the high school day and five 75 minute blocks make up the high school day. Reading and math computer labs are included in all communities.
- Forty hours of school level professional development are required for all instructional staff during the week preceding the beginning of each school year. Thereafter, content meetings held weekly, as well as monthly district instructional meetings for representative lead teachers, provide support for continuous improvement as a high quality instructional program.
- Teachers use all of the instructional resources available from the Richmond Public Schools. These resources were developed based upon the Standards of Learning. Instructional staff

members have been trained in using these resources as well as how to use data to make instructional decisions.

Student Assessment and Evaluation:

- Students at all grade levels will participate in SOL testing in all four content areas. Each year progress will be monitored that will show steady gains toward meeting state and district goals.
- Benchmark nine-week assessment data will be used to monitor student progress toward mastery of the SOL. Data will be analyzed so that appropriate interventions and program improvement will be implemented.
- PLATO diagnostic assessments will be administered to each student upon enrollment and regularly thereafter to monitor student growth in reading and math.
- Progress reports are sent to parents on a weekly basis.
- Weekly teacher-made assessments monitor students' mastery of objectives taught during the week based upon the teaching of an aligned curriculum. Reteaching activities are planned.
- Richmond Public Schools report cards are given to students according to the district's guidelines and calendar.

Accreditation and Adequate Yearly Progress:

The alternative accreditation index model will hold the alternative school accountable for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and use science and history and social science and other indicators of school and student performance that are aligned with the mission and goals of the school as value-added components.

Student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. The alternative accreditation index model will measure student achievement based on students' progress in moving from basic to proficient to advanced levels of performance on Standards of Learning assessments. The index will have a primary focus on reading and mathematics achievement. The index is based on a set of core achievement objectives and measures (SOL test scores and other indicators) as well as "reach" or excellence goals for the student population.

An alternative accreditation index score (0 to 100 points) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics.

SOL Index Points are assigned for student performance on the SOL tests by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores. Additional Index Points may be earned for meeting performance measures in the core "other academic" and optional "reach" objectives categories.

The Alternative Accreditation Index Score for each content area (English and Mathematics) is calculated by combining the SOL Index Score and the Additional Index Points.

An Alternative Accreditation Index Score of at least 70 points must be earned in both English and mathematics to achieve fully accredited status. If the school fails to achieve fully accredited status, the rating will be in accordance with provisions of the Standards of Accreditation.

Goals and Performance Objectives for Alternative Accreditation Plan

Goal: *All students will improve their academic performance so that they may successfully transition back to their home school environment through intensive focus on the core areas of English and mathematics and through achieving certain behavioral and conduct modifications that are indicative of being a responsible and productive student in an academic environment.*

<i>Performance Objective</i>	<i>Performance Measure</i>
<i>Core Achievement Objectives:</i>	
<i>1. Increase the percentage of students in grades 3-5 reading on grade level</i>	<i>Weighted index of SOL test scores of students enrolled for a full academic year (2 semesters) achieving at the basic, proficient, and advanced levels on the reading SOL tests in grades 3-5</i>
<i>2. Increase the percentage of students in grades 6-12 passing SOL English reading and writing tests</i>	<i>Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the basic, proficient, and advanced levels on the SOL English reading and writing tests in grades 6-8 and high school</i>
<i>3. Increase the percentage of students in grades 3-8 passing SOL mathematics tests</i>	<i>Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the basic, proficient, and advanced levels on the SOL mathematics tests in grades 3-8</i>
<i>4. Increase the percentage of students in grades 9-12 passing Algebra I, Geometry, or Algebra II SOL exams</i>	<i>Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL end-of-course exams in Algebra I, Geometry, and Algebra II</i>
<i>Core “Other Academic” Indicators</i>	
<i>5. Increase the percentage of students in grades 3-8 and high school passing science and history and social science SOL tests</i>	<i>Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science</i>

<i>Performance Objective</i>	<i>Performance Measure</i>
<i>6. Increase the percentage of high school graduates and completers</i>	<i>Percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED certificate</i>
<i>Core “Other Indicator” Objectives:</i>	
<i>Decrease number of students identified as truants by 10%</i>	<i>Truancy rates for students in program</i>
<i>Average daily attendance meets or exceeds 80 percent</i>	<i>Average Daily Attendance rates for students</i>
<i>Increase number of students successfully transitioned into regular school setting</i>	<i>Successful transition shall be measured by a student completing the program who passes three or more subjects in the transition school during the first semester at the transition school</i>
<i>Decrease number of serious incidents while at CCP.</i>	<i>Serious incident data for CCP students</i>
<i>Optional “Reach” Objectives:</i>	
<i>Increase the percentage or number of middle school students taking Algebra I</i>	<i>Percentage or number of students in grades 6-8 taking Algebra I increases annually</i>
<i>Increase the number of high school students earning a career and technical credential</i>	<i>Number of high school students earning a career and technical industry certification or a national occupational assessment credential increases annually</i>
<i>Increase the percentage or number of high school students taking dual-enrollment, Advanced Placement, or other college-level courses</i>	<i>Percentage or number of high school students taking at least one dual-enrollment, Advanced Placement, or other college-level courses</i>

Alternative Accreditation Index Point System:

<i>SOL Scaled Score</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each SOL Score</i>
500-600	Advanced	100
400-499	Proficient	90
Up to 399 (varies by test)	Basic (Reading and Math 3-8)	70
Below 400 (except Basic)	Fail	0
<i>Core Other Academic Objectives (points maximum)</i>		
<i>Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science</i>	Index scores and Points Earned: 70 and above.....3points 60 – 69.....1 point	
<i>Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED certificate</i>	2 points	
<i>Optional Reach Objectives (3 points maximum)</i>		
<i>Increased percentage or number of students in grades 6-8 taking Algebra I</i>	1 point	
<i>Increased number of high school students earning a career and technical industry certification or a national occupational assessment credential</i>	1 point	
<i>Increased percentage or number of high school students taking at least one dual-enrollment, Advanced Placement, or other college-level courses</i>	1 point	
<i>Core Other Indicator Objectives (8 points maximum)</i>		
<i>Decrease number of students identified as truants by 10%</i>	2 points	
<i>Average daily attendance meets or exceeds 80 percent</i>	2 points	
<i>Increased number of students successfully transitioned into regular school setting</i>	2 points	
<i>Decrease number the number of serious incidents while at CCP.</i>	2 points	

Alternative Accreditation Index Score Calculations Illustrated:

Example: English/Reading Index Score

<i>No. of Student Scores</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each SOL Score</i>	<i>Points Awarded</i>
15	Advanced	100	1,500
45	Proficient	90	4,050
25	Basic	70	1,750
15	Fail	0	0
(a) SOL Score Points Awarded			7,300
(b) Total No. of Student Scores			100
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)			73
(d) Additional Index Points (up to 15 points maximum from other objective measures) [Example: 5 pts. earned]			5
(e) Alternative Accreditation Index Score = SOL Index Score (c) + Additional Index Points (d)			78
Met content area alternative accreditation requirements: YES/NO Yes = Index Score of 70 or above			Yes

Example: Mathematics Index Score

<i>No. of Student Scores</i>	<i>Proficiency Level</i>	<i>Points Awarded Each SOL Score</i>	<i>Points Awarded</i>
5	Advanced	100	500
60	Proficient	90	5,400
25	Basic	70	1,750
10	Fail	0	0
(a) SOL Score Points Awarded			7,650
(b) Total No. of Student Scores			100
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)			76.5
(d) Additional Index Points (up to 15 points maximum from other objective measures) [Example: 5 pts. earned]			5
(e) Alternative Accreditation Index Score = SOL Index Score (c) + Additional Index Points (d)			81.5
Met content area alternative accreditation requirements: YES/NO Yes = Index Score of 70 or above			Yes

Example: Determination of School Alternative Accreditation Rating

Content Area	Index Score	Met Alternative Accreditation Requirement
English	78	Yes
Mathematics	81.5	Yes
School Accreditation Rating: Fully Accredited Accredited with Warning Denied Accreditation		Fully Accredited

No Child Left Behind:

The Capital City Program is in compliance with all testing requirements under NCLB. Progress will be continuously assessed toward meeting all required goals. CCP students will be taught by highly qualified teachers who are licensed and endorsed in their content areas.

Monitoring Student Progress for Transition:

- Upon enrollment at CCP in the four-day orientation program, students will develop individualized success plans for transition.
- Plans will be reviewed by Student Service Specialists, the Educational Specialist (guidance counselor) and the Learning Community Leader who is responsible for filing the plans.
- Quarterly conferences conducted by Learning Community Leaders will be held with each student to review progress toward established goals and transition.
- Based upon progress on the transition criteria, the transition curriculum is put in place during the last nine weeks of the student's stay at CCP to prepare him/her for return to his zoned school.
- For a period of 180 days after transitioning, a structured support system is provided by CCP to ensure each student's success

The Student Transition Process:

- During the first and second semesters, the principal and learning community leader identify students who are within nine weeks of meeting the attendance goal of 180 days.
- The learning community leader reviews the student's record pertaining to be here, behave, and be learning to determine which students have met these indicators in a satisfactory manner. A list is prepared. Recommendations of learning community leaders and teachers are requested and considered.

- The assistant principal of curriculum reviews the list and prepares the Community Education Partners curriculum to begin to prepare students for reentry to their schools.
- The educational specialist makes contact with the designated counselor of each school preparing the students to return by developing schedules and a plan to return the students' records, making contact with parents, and setting up visitations by counselors to visit CCP to meet with students.
- Letters are officially written to parents and students by the principal congratulating students on their success and informing them of how CCP will support them during the 180 days after their return. These supports include a hotline number, an assigned Student Service Specialist who will visit them weekly, and a review of grades, attendance, and behavior records with letters of progress to be sent to them each quarter.

Wraparound Services to Address Social/Emotional Needs:

Intensive in-home counseling services are provided by Associated Educational Services (AES), a local provider, to meet the social needs of students. Medical data concerning unmet needs or those that require maintenance are coordinated between the nurses of Capitol City Program (CCP) and the district school. Every effort is made to continue services so that students will continue to be successful. Two student service specialists coordinate services from Department of Juvenile Justice, Richmond City Social Services, Richmond Behavior Health Authority, Richmond Division of Public Health, Family Focus, Associated Educational Services, and other service providers.

Once students return to their home school, a student service specialist who visits the students weekly follows them. During these visits, the information on the student's attendance, behavior, grades, and tests score results are reviewed. Specific plans for improvement are developed and monitored.

A hotline number is given so that students may call to request assistance whenever assistance is needed. Referring principals and counselors are also encouraged to call when for CCP's help.

Learning community leaders will send letters of congratulations at the end of each marking period to former students who make grades of C or better. Students of Ds and Fs will also be sent a note encouraging them to keep trying and offering assistance through the hotline. Letters from principals to transitioned students are mailed at the end of each year wishing them well on their future studies and job selections.

Waiver Requested:

Much of the time spent by students in the CCP program focuses on teaching students life skills needed for success. Due to the time required for this focus, foreign language, physical education and fine arts are not offered. For this reason, the Capital City Program is requesting waivers from 8 VAC 20-131-100 A. and 8 VAC 20-131 B. of the Standards of Accreditation that require foreign language, physical education and fine arts

**Virginia Department of Education
Evaluation Criteria
Richmond Alternative School, Richmond City Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	√		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	√		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. <i>The plan requests a waiver of 8 VAC 20-131-100 A-B.</i>			√
4. The school provides transition planning to help students be successful when they return to a regular school setting.	√		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	√		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	√		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel. <i>The plan states that all teachers will be highly qualified by July 2007.</i>			√

Alternative Accreditation Accountability Criteria:			
1. Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (SOA).	√		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	√		
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	√		
4. The plan meets the testing requirements of the SOA.	√		
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.	√		
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	√		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	√		

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ April 27, 2007 _____

Topic: First Review of Approval of Local School Division Remedial Plans

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement

Telephone Number: (804) 786-5819 **E-Mail Address:** Kathleen.Smith@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

_____ State or federal law or regulation

X Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting X Action requested at future meeting: Final Review May 30, 2007

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

As required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions have submitted remedial plans for summer 2007 to the department for approval by the Board of Education. Data regarding the summer program for 2006 will be submitted to the department by school divisions as required by the Code of Virginia in September 2007. This data cannot be collected until after administration of the Standards of Learning assessments in spring 2007.

Summary of Major Elements

Department staff members have reviewed remediation plans from 130 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630-20. Two divisions, Loudoun County and Frederick County, have indicated that they will not offer a remedial summer program. A summary of the quality indicators proposed in the remedial plans from the 130 school divisions that reported as required is attached.

8 VAC 20-630-50 requires school divisions to report to the department the pass rate on the Standards of Learning assessments for students who attend the 2007 summer remedial programs or, in the case of year-round schools, 2007-2008 intersession programs. Divisions will submit SOL data pertaining to the 2007 summer remedial program, or in the case of year-round schools, 2007-2008 intersession programs in September 2008.

Senate Bill 795, passed by the 2007 General Assembly requires programs of prevention, intervention, and remediation to be research-based. The department has provided divisions with a template for planning for remediation programs that indicate research-based strategies. These strategies include clear standards for quality that put priority on student mastery of reading and mathematics skills, program length, and scheduling of classes; pre- and post-tests used to determine student gains; and low adult/child ratio.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the report on local school division remedial plans.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: It is anticipated that this item will be presented for the Board of Education's final review and approval at the May 30, 2007, meeting.

Data Submitted on the 2007-2008 School Division Remediation Plans

A. Program Offering

Type of Program to be Offered in Summer 2007	Percentage of 130 Localities* K-8	Percentage of 130 Localities* Secondary
Remedial summer school*	98%	80%
Interession program for year-round school	7%	2%
*Loudoun County and Frederick County will not offer a remedial summer program in 2007.		

B. Quality Indicators

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
In-service and training will be provided for staff not trained in remediation techniques that are assigned to the program. (In some localities, all staff are already trained.)	64%	1-4 hours of training will be provided.
	21%	5-9 hours of training will be provided.
	12%	10 or more hours of training will be provided.
Data regarding student content weaknesses will be to design the remediation program (e.g., SOL assessments, diagnostic tests, classroom assessments).	85%	Content is developed for a program that will meet the needs of the greatest number of students who may require remediation.
	65%	Content will be developed for the individual needs of each student.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress will be maintained.	55%	Regular classroom teachers will meet with remedial teachers to discuss individual student's needs.
	82%	A written record will be completed by the regular classroom teacher regarding each student and reviewed by the remediation teacher prior to the beginning of the remediation program.
	32%	The regular classroom teacher will determine the expected remediation goal(s) for students.
	45%	The remediation teacher will determine the expected remediation goal(s) for students.
	55%	The remediation teacher and the regular classroom teacher collaboratively will determine the expected remediation goal(s) for students.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress will be maintained. (Cont.)	29%	Regular classroom teachers will meet with remedial teachers to discuss the individual student's progress in meeting expected remediation goal(s) for students.
	72%	A written record regarding the individual student's progress in meeting remediation goals will be completed by the remediation teacher and reviewed by the regular classroom teacher.
When students have exceptionally low performance, they will be screened for reading deficits before being remediated in a content area.	62%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher for the reading level.
	75%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher and the student will be given additional specific support for reading instruction.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
When students have exceptionally low performance, they will be screened for reading deficits before being remediated in a content area. (Cont.)	18%	Remediation will not continue in the content area(s). As an alternative, the student will be given specific intensive support for reading instruction.
For remedial summer school, more than the 40 minimum hours of instruction will be provided in a K-5 integrated program of two or more subjects.	45%	40-59 hours of instruction will be provided.
	30%	60-79 hours of instruction will be provided.
	12%	80-99 hours of instruction will be provided.
	5%	100+ hours of instruction will be provided.
For remedial summer school, K-12, more than the 20 minimum hours of instruction will be provided for each core subject.	33%	20-39 hours of instruction will be provided.
	25%	40-59 hours of instruction will be provided.
	26%	60-79 hours of instruction will be provided.
	8%	80-99 hours of instruction will be provided.
	6%	100+ hours of instruction will be provided.
For remedial summer school, in K-5 programs, the required pupil-to-teacher ratio will be less than 18:1.	2%	1 remediation teacher to no more than 5 students.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	18%	1 remediation teacher to no more than 10 students.
	38%	1 remediation teacher to no more than 12 students.
	40%	1 remediation teacher to no more than 18 students
For remedial summer school, in 6-12 programs, the required pupil-to-teacher ratio will be less than 18:1.	1%	1 remediation teacher to no more than 5 students.
	15%	1 remediation teacher to no more than 10 students.
	28%	1 remediation teacher to no more than 12 students.
	52%	1 remediation teacher to no more than 18 students
K-8 The regulation required the remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment used for this purpose as follows: S = SOL test, including retake of the SOL in 2007-2008 LS = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS, or commercial test) LD = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL A = Alternate assessment as indicated on the IEP	72%	English/Writing S
	78%	LS
	64%	LD
	42%	A
	72%	Mathematics S
	66%	LS
	65%	LD
	41%	A
	50%	Social Studies S
	32%	LS

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	42%	LD
	25%	A
	50%	Science S
	32%	LS
	42%	LD
	25%	A
Secondary The regulation required the expected remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment used for this purpose as follows: S = SOL test, including retake of the SOL in 2007-2008 LS = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS commercial test) LD = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL A = Alternate assessment as indicated on the IEP	78%	English/Writing S
	28%	LS
	39%	LD
	34%	A
	78%	Mathematics S
	35%	LS
	39%	LD
	34%	A
	71%	Social Studies S
	22%	LS
	37%	LD
	30%	A
	69%	Science S
	22%	LS

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	38%	LD
	29%	A
Eligibility for the remedial summer program is based on specific indicators.	88%	Indicator #1: The student failed all SOL tests in grades 3 through 8.
	74%	Indicator #2: Failed a high school end-of-course test.
	46%	Indicator #3: Local criteria have been established to determine eligibility.
Parental involvement indicators are provided.	98%	Indicator #1: Parents will be provided with information regarding the criteria used to determine eligibility.
	84%	Indicator #2: Parents will be provided with information regarding the content of the remediation program prior to beginning the program.
	53%	Indicator #3: Parents will be provided with a copy of the individual student record, or information contained in the student record, prior to the beginning of the program.

Quality Indicator (Proposed)	Percentage of 130 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	82%	Indicator #4: Parents will be notified of progress made in the remediation program at specific intervals throughout the year.

C. Projected Budget Reported for 2007 Remedial Summer School

Total projected expenditures for the remedial summer program reported by school divisions in categories:	47,878,705.00
Employee Salaries and Benefits	7,138,089.41
Transportation	3,049,022.57
Instructional Materials and Supplies	2,300,258.40
All Other Categories	
Total Expenditures	60,366,075.38
Total projected revenues for the remedial summer program reported by school divisions:	
Non-state Revenue	35,554,080.77
State Revenue	24,811,994.61
Total Revenue	60,366,075.38

Board of Education Agenda Item

Item: _____ M. _____

Date: _____ April 27, 2007 _____

Topic: First Review of Proposed Additions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*

Presenter: Ms. Roberta Schlicher, Director, Office of Program Administration and Accountability

Telephone Number: 804-225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

☒ Board review required by
 ☒ State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

☒ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

☒ Previous review/action
 date February 28, 2007
 action Revised list of Supplemental Educational Services Providers

Background Information: The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering supplemental educational services during the 2006-2007 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a nonprofit entity, a for-profit agency, or a school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and mathematics Standards of Learning and achieving proficiency on Standards of Learning tests.

Under the federal law, the state educational agency must develop and apply objective criteria to identify potential supplemental education services providers. The criteria must include the ability of a provider to show a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards. The criteria allow programs that do not have a record of effectiveness to seek conditional approval. The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational

services providers. The Board is required to maintain this list of approved providers across the state, by school division, for use by parents for selection of services. Potential providers must be given annual notice of the opportunity to provide supplemental educational services and the procedures for obtaining approval from the state educational agency.

Summary of Major Elements: On July 25, 2002, the Board of Education adopted the NCLB criteria for the approval of supplemental educational services providers. The criteria specified that providers:

- demonstrate the ability to provide parents and the local education agency (LEA) with information on the progress of children in a format and language that parents can understand;
- document a track record of effectiveness;
- ensure that the instruction provided and the content used are consistent with the instruction and content used by the LEA and are aligned with the state's student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws;
- ensure that all instruction and content are neutral and non-ideological; and
- offer services within a financially sound management structure.

At its September 2002 meeting, the Board of Education approved the initial list of recommended supplemental educational services providers and recommended revisions to the list in subsequent meetings. Subsequent revisions to the initial list have been made on a regular basis. As shown below, the department recommends adding two providers to Virginia's Board-approved list. Provider contact information is attached.

Proposed Providers Added

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
A+ Markem	Reading/Language Arts (K-8); Mathematics (6-8)	All School Divisions
ATS Educational Consulting Services – Project Success	Reading/Language Arts (K-8)	All School Divisions

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of supplemental educational services providers.

Impact on Resources: School divisions with identified Title I schools in School Improvement are required to set aside an amount equal to 20 percent of the local educational agency's Title I, Part A, allocation for the provision of supplemental educational services and other Title I School Improvement requirements, as appropriate.

The provisions of the *No Child Left Behind Act of 2001* have an impact on the agency's staff resources. This impact can be absorbed through the agency's existing resources at this time. If the agency is required to assume additional duties related to review and approval of supplemental educational services providers, other services will be impacted.

Timetable for Further Review/Action: The solicitation and review of potential supplemental educational services providers are ongoing.

PROPOSED ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**Recommended: April 27, 2007****Providers Added**

Name of Provider	Contact Information	Focus and Grade Levels	Provider Service Areas
A+ Markem	Mr. Mark Malone President P. O. Box 770728 Naples, FL 34107-0728 Phone: (757) 641-5535 Fax: (239) 596-4494 E-mail: Mark.E.Malone@att.net	Reading/Language Arts (K-8); Mathematics (6-8)	All School Divisions
ATS Educational Consulting Services – Project Success	Ms. Renee Weaver-Wright 20674 Hall Road Clinton Township, MI 48038 Phone: (586) 465-9574 Fax: (586) 465-9481 E-mail: info@nclb-projectsuccess.com Web site: www.projectsuccessworks.com	Reading/Language Arts (K-8)	All School Divisions

Board of Education Agenda Item

Item: _____ N. _____

Date: _____ April 27, 2007 _____

Topic: First Review of the Revised Application for a Literary Fund Loan and Delegation of Duties to the Superintendent of Public Instruction Related to the Form of the Application

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Kent.Dickey@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

X Action requested at this meeting

_____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action
_____ Previous review/action
 date _____
 action _____

Background Information:

Pursuant to Section 22.1-153 of the *Code of Virginia*, "The school boards of the several school divisions are authorized to borrow money belonging to the Literary Fund, and any school board desiring to borrow from the Fund shall make written application to the Board of Education for such loan on a form to be prescribed by the Board."

Legislation enacted at the 2007 General Assembly (House Bill 2350; Chapter 121) made certain revisions to sections of the *Code of Virginia* pertaining to the Literary Fund. Accordingly, the Literary Fund loan application form must also change. These changes to the Literary Fund statutes are effective July 1, 2007. The following is a summary of the changes in Chapter 121 that affect the Literary Fund application:

- Sections 22.1-154 through 22.1-157 of the *Code of Virginia* are repealed, which eliminates the need for a title search and for a lien in favor of the Literary Fund to be placed on the building. These changes require the removal of the following sections of the current Literary Fund application:
 - Attorney's Certificate of Title
 - Certificate of the Clerk of the Court of Title
- Language pertaining to a judgment by the Board of Education of whether the payment of the requested Literary Fund loan with interest would entail too heavy a charge upon the revenues of the locality has been stricken. This change requires the section labeled "Statement of the County or City Treasurer" be removed from the current application.

The resolution presented in this Board item would delegate the authority for prescribing the form of the Literary Fund loan application to the Superintendent of Public Instruction, under specific conditions. The authority for approving applications for loans from the Literary Fund would remain with the Board of Education.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the attached resolution and the revised application for a Literary Fund loan (as shown in Attachment A).

Impact on Resources: N/A.

Timetable for Further Review/Action: N/A.

Virginia Board of Education Resolution

Delegating Certain Duties to the Superintendent of Public Instruction

Resolution Number 2007-xxx

April 27, 2007

That the following Board responsibilities as to form of the Literary Fund loan application, set forth in Section 22.1-153 of the *Code of Virginia*, be delegated to the Superintendent of Public Instruction.

Section 22.1-153 states, regarding the Literary Fund, that "...any school board desiring to borrow from the Fund shall make written application to the Board of Education for such loan on a form to be prescribed by the Board."

The authority for approving applications for loans from the Literary Fund would remain with the Board of Education.

It is further moved that such delegation be subject to the following conditions:

- a) That the Board reserves the right to require of the Superintendent a report concerning the exercise of any authority herein delegated;
- b) That the Superintendent's exercise of the delegated authorities shall conform to all regulations of the Board and laws governing educational programs and policy in Virginia, and;
- c) That this delegation is not an abnegation of the Board's power and responsibility in the areas delegated.

APPLICATION FOR LOAN FROM THE LITERARY FUND OF VIRGINIA**For Applications Received by the Department of Education from July 1, 2007 to June 30, 2008****DOE Staff Only**Literary Fund Loan Number:

Name of County or City

<SELECT DIVISION>



Name of School

Contact Name

Contact Phone Number

Contact E-mail Address

TO THE VIRGINIA BOARD OF EDUCATION,

The School Board hereby makes application for a loan of

 from the Literary Fund of Virginia for the purpose of erecting, enlarging, or altering (making permanent improvement to) which is located at:

Street Address:

County/City, Zip Code:

Description of Project:

1. Has advertised an Invitation for Bids for the said project described above?

Select YES or NO here:

2. The said building, addition, or permanent improvement described above, will be used as a

 building, and the total value of the construction on the above referenced project is estimated to cost:

3. The total amount of the loan will not exceed the cost of the building, addition, or permanent improvement thereto, and site, on account of which such loan is made.

4. The plans and specifications for the building or improvement, complying with the Virginia Statewide Building Code (§36.99, *Code of Virginia*), have been or will be approved by the division superintendent of schools and received by the Superintendent of Public Instruction before construction is begun. It is understood that the Virginia Board of Education reserves the right to withhold any part or all of the amount of this loan, if the plans and specifications received by the Superintendent of Public Instruction are not followed.

5. has not defaulted or failed to meet its debt service obligations as and when due for the past five years except as follows (Enter N/A below if has never defaulted):

6. Adequate and satisfactory supervision of construction will be provided by the school board in accordance with the Virginia Statewide Building Code (§36.99, *Code of Virginia*).

APPLICATION FOR LOAN FROM THE LITERARY FUND OF VIRGINIA**For Applications Received by the Department of Education from July 1, 2007 to June 30, 2008****DOE Staff Only**Literary Fund Loan Number:

Name of County or City

<SELECT DIVISION>



Name of School

7. This loan is to be made for years, and is to be paid with interest at the rate of #N/A percent per annum, payable annually.

8. The Board of Supervisors for the County, or the Council for the City, has by resolution agreed to provide for the repayment of this loan. (Note: Please submit the authorizing resolutions from the school board and local governing body (with original seals and signatures) along with your Literary Fund application. No application will be approved until these resolutions are submitted.)

9. The School Board is not in default in the payment of any part of the principal of any previous loan from the Literary Fund and, for at least two years immediately before this loan, has not been in default in the payment of interest due on any loan from the Literary Fund.

Given under my hand this day of:

Date**THE SCHOOL BOARD**

By: _____, Chairman
Original Signature Required

ATTEST: _____, Clerk
Original Signature Required

THE SCHOOL BOARD SEAL**(Note: Original SEAL is Required in the Area Provided Below on the Signed Application)**

APPLICATION FOR LOAN FROM THE LITERARY FUND OF VIRGINIA**For Applications Received by the Department of Education from July 1, 2007 to June 30, 2008****DOE Staff Only**

Literary Fund Loan Number: _____

Name of County or City

<SELECT DIVISION>



Name of School

Certification of Authorizing Resolution Adopted by the Local Governing Body

At a meeting of the Board of Supervisors for _____
held in the said County or City on _____ :

WHEREAS, The School Board presented to this Board or Council on _____
_____ an application addressed to the Virginia Board of Education for the purpose of borrowing
\$0 from the Literary Fund for the purpose set out in said application for
0 to be paid in
0 #N/A

RESOLVED, That the application of the School Board to the Virginia
Board of Education for a loan of \$000,000.00 from the Literary Fund is hereby approved, and authority is hereby
granted to the School Board to borrow \$000,000.00 for the purpose set out in said application.

The Board of Supervisors for said County or Council of said City will each year during the life of this loan, at the time they fix
the regular levies, fix a rate of levy for schools or make a cash appropriation sufficient for operation expenses and to pay this
loan in annual installments and the interest thereon, as required by law regulating loans from the Literary Fund.

I hereby certify that the foregoing is a true copy as taken from the minutes of the
Board of Supervisors.

_____, Clerk

BOARD OF SUPERVISORS FOR 0 _____**LOCAL GOVERNING BODY SEAL**

(Note: Original SEAL is Required in the Area Provided Below on the Signed Application)

APPLICATION FOR LOAN FROM THE LITERARY FUND OF VIRGINIA**For Applications Received by the Department of Education from July 1, 2007 to June 30, 2008****DOE Staff Only**Literary Fund Loan Number:

Name of County or City

<SELECT DIVISION>



Name of School

For DOE Staff Only:

This application has been reviewed by:

Date

Reviewed By

This application is approved by DOE staff for Board of Education approval:

Date

Budget Director / Associate Budget Director

PUBLIC HEARING:

Proposed Standards of Learning for a New, Optional High School Mathematics Course

The proposed Standards of Learning were approved in draft form at the February 2007 meeting of the Board of Education. The proposed standards were then distributed widely for public comment and public hearings. The Board of Education has scheduled a total of three public hearings: April 27 at the adjournment of the regular board meeting and April 30 in Wytheville and Fairfax.

Following the public comment period, all comments will be summarized and submitted to the Board of Education for review prior to the final adoption of the standards.

Background on the Proposed Regulations:

Additional information and the text of the proposed Standards of Learning for a New, Optional High School Mathematics Course are attached.

Guidelines for speakers attending the public hearing:

Speakers will be recognized in the order in which they registered on the sign-up sheet.

Each speaker is limited to three minutes.